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ABSTRACT

Intended as a first-aid kit for personnel managers, this working paper is a broad attempt to relate motivation and career, with specific reference to the current career development difficulties facing staff in further and higher education. The first section reviews current knowledge about people's career expectations and perceptions to discover any possible cues for future action. In section 2 attention is focused on a reappraisal of the current concepts about motivation and its application to work. The final section is a reappraisal of the concept of career. A summary attempts to link, in a practical way, the two concepts of motivation and career by examining the potential offered by recently developed ideas and information about the interrelationships among age, its series of issues, and changing abilities. Two appendixes offer tables regarding career perceptions and expectations and materials on four views of man. (YLB)

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MOTIVATION AND CAREER

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MOTIVATION AND CAREER

(This Paper should be preceeded by a reading of Ferguson, C.T. Motivation and work. Coombe Lodge Report vol. 9, no. 11, 1976.

INTRODUCTION

1. There is a vast amount of literature dealing with "motivation" as a theoretical, psychological topic(1) and on its practical application to "work".(2) Similarly, there is an impressive bibliography for careers, career development and management, and with staff development generally.(3) Strangely, the attempts to relate the two have been few.(4)

2. This Working Paper is a broad attempt to do just that with specific reference to the current career development difficulties facing staff in further and higher education in the next decade. It aims to provide a first-aid kit for managers to provide some relief to the wounds inflicted on morale by the aftermath of Houghton, current cash limits, and the conflicting push-pull decisions being made at levels higher than the institution, all of which are ominous for the future.

3. However, the assumptions underlying this paper are essentially optimistic in that it is believed that it is possible to improve morale and develop careers by, first, changing some attitudes about "motivation" and about "career", and secondly by recognising that there are specific courses of action open to staff at all levels to alleviate a difficult situation within the broad managerial task of "personnel management".

4. The following Sections review therefore, first, current knowledge about peoples' expectations and perceptions to discover any possible cues for future action; secondly, a reappraisal of the current concepts about motivation and its application to work; thirdly, possible views of "career". Finally, it is hoped to link in a practical way the two concepts of "motivation" and "career" by examining the potential offered by recently developed ideas and information about the inter-relationships between age, its series of issues and changing abilities.

SECTION I

Current Perceptions and Expectations

5. The research by Bradley and Silverleaf (1978) emphasises the contrast between the enviable career prospects from 1950 to 1975 and the present "intractable mobility blockage" and reduced prospects. Its aim was primarily to discover the personal views of staff about their situation in the changed circumstances. Broadly, it was felt that a radical reappraisal of the present professional situation is necessary.

6. Three main problems were identified. First, the loading of teaching was at the wrong end of the scale. Many senior staff felt their existing skills and enthusiasm for teaching are insufficiently used. The system forces them to become administrators in order to progress upwards in what is in any case a sharply pointed-pyramid. Second, there was generally no lead-up training provided systematically for that move. Third, promotion procedures are generally unsatisfactory. There are too many indefinable variables and a lack of concensus on criteria for promotion, with few opportunities for women and virtually none for the part-time staff.

7. A wide range of possible means of alleviating the problems was offered, ranging from lowering the retirement age, changing tenure arrangements, mid-career secondments, not linking levels of promotion to levels of work, through to clearing up the many anomolies (although only 25% of the sample were in favour, for example, of a single lecturing grade). The ending of the distinction between AFE and NAFE was generally regarded as the most desirable option open.

8. The Tables given in Appendix A present a gloomy picture which is frequently voiced by asking questions such as, "How do I motivate a Lecturer Grade I who is now in his mid-thirties and unlikely to move to Grade II?", or, "What do I do with old dead-beats?"

9. Three major questions are hence raised. Given the unlikelihood of a radical reappraisal for some time, how do you motivate people with low career expectations? How, and can you legitimately raise them? Should we perhaps re-think current views about what we mean by "motivation" and what we mean by "career"? Answers to these questions may provide some practical actions open to each of us, at whatever stage in our career we happen to be.

SECTION II

A Reappraisal of "Motivation"

10. Drucker (1974) has called the application of motivational theories to work as "psychological despotism" amounting to an abuse of psychology. There is undoubtedly an element of truth in this since motivation can in the end only be seen as manipulation, with greater or lesser altruism. He and other writers have also pointed out that although every conceivable theory has been used to provide managers (and others) with techniques, they have all failed in the long run. Generally, the further away from the punitive approach to getting people to work and moving towards consultation and collaboration the less well motivated people seemed to have become (Murrell (1976)).

11. What has happened to motivation studies to produce this observation? In trying to answer the question of what motivates behaviour, there has been a consistent dichotomy of views. For example are motivators 'pushers' or 'pullers'? Is behaviour innate or learned? Is the basis of behaviour conscious or unconscious? Each view has drawn its empirical psychologists; each has in turn produced applications with specific techniques applied to work.

12. The most significant dichotomy is that of the mechanistic and the cognitive view of the nature of motivation. Mechanists are interested in drives, reflexes, instincts and their inter-relating mechanisms; in the physiological processes of, for example the hypothalamus as a switching mechanism, or the level of blood sugar, and the human system's processes of homeostasis. The application of such approaches led to concepts of drives, needs and wants, such as Maslow's hierarchy of needs, Hertzberg's two-factor theory, and McGregor's two factors labelled "X" and "Y". Cognitive approaches, however, have more to do with people's efforts to achieve something: understanding the cognitive processes involved thus enables us to use that knowledge in a benign manipulation.

13. Since the Second World War the shift has certainly been from punitive, financial incentives (piece work, time and motion study, etc.) to psychological incentives (flexible hours, group work, job enrichment, a change of management style from "X" to "Y", etc.). IBN 6074 clearly identifies the key figures and the conclusions which can be drawn from accepting their ideas. However, the crucial import of the shift towards psychological incentives, culminating in the humanistic view of "self actualisation", is that it has become important to talk about the "quality of the working life" in the same way people have become used to using the phrase "quality of life".

14. To achieve a better quality of working life there are three integrated factors which operate:

(a) Social Factor. People work to be part of a community as much as for anything else.

(b) Organisational Factor. The organisation must have the appropriate consultative, collaborative, and enriching ethos.

(c) Financial Factor. Everyone receives a share in accordance to their value to the enterprise. (Murrell (1976)).

All three factors have to be strong. There is, however, a fourth factor not generally recognised:

(d) Individual Factor. Motivation is really the interaction which occurs between an individual's personality (ability, values, needs, expectations, etc.) and his perceived environment (e.g. the constraints, the nature and quality of supervision, etc.).

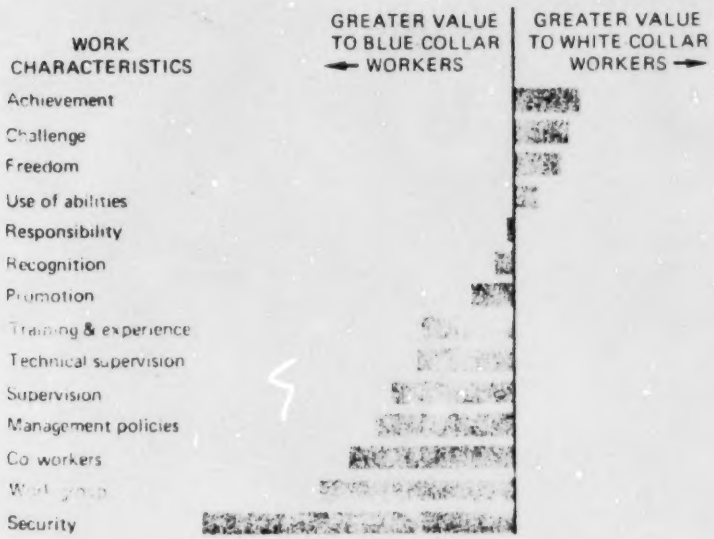
15. No one has brought this existential factor more clearly into focus than Vroom (1964). He identifies three further interacting factors:

(a) Valence. This is the individual's affective orientation towards particular outcomes of possible courses of action open to him. These can be positive, negative, or zero.

(b) Expectancy. This is the individual's subjective estimate of the odds of the outcomes.

(c) Force. What he has to do (with which he may or may not comply).

Motivation therefore depends on how people subjectively add up positively or negatively the outcomes of a possible action and the presence or otherwise of some degree of force. One illustration of this view is the value different groups of people seem to place on certain work characteristics:



Differences in the mean responses of blue-collar and of white-collar workers to question regarding the importance of 14 job characteristics. (A negative difference, shown by the bars to the left, indicate greater value to blue-collar workers.) The factors with which the characteristics are associated are: I. Social environment; II Self-actualization, and III. Recognition through advancement. (*Adapted from Friedlander*)

Quoted in McCormick and Tiffin (1975)

Compare these findings with the views expressed by subjects of the NFER research (Table A8 in Appendix A). "Self actualisation", the first four work characteristics, features prominently as a desirable state of affairs.

16. The conclusion to which considering these ideas is working, is basically that motivation is highly individualistic and that any theories which are applied across the board (and all usually are), are not likely to succeed with far too many people on far too many occasions. To be successful, "motivation" has to be an individualised programme based on some analysis, such as that suggested by Vroom, or, using as a broad basis for such analysis, some such taxonomy of man as rational-economic, social, self-actualising, or complex (See Appendix 2 for a brief description), by such tests as Teleometrics' Work Motivation Inventory (Hall and Williams (1979)).

17. To design and carry out a motivating interaction with other individuals is difficult because it involves getting to know people in the deepest sense of "knowing", which involves in turn the inclusion of many of the processes of staff development and appraisal to which most educational institutions are antagonistic. Perhaps an approach to tackling this particular problem lies in a re-appraisal of what we understand in education by "career".

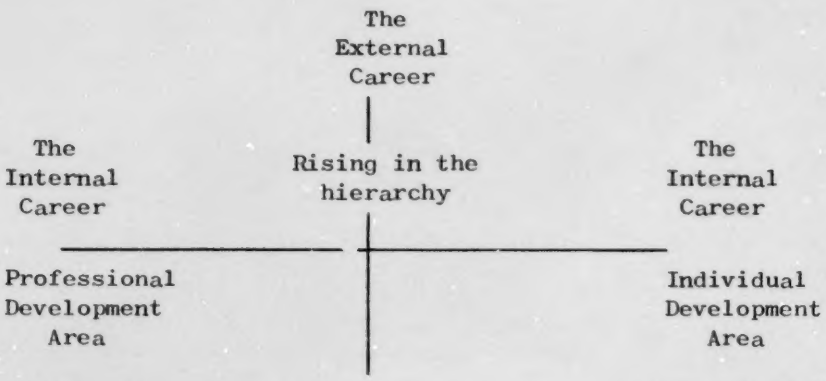
SECTION III

A Re-appraisal of the Concept of Career

18. The traditional view of a career is that of advancement, usually involving a climb, rising in rank (and status and salary) up a hierarchy. Occasionally people take a side-step to follow a different branch, but nevertheless the game remains essentially one of Snakes and Ladders. However, the organisation on the one hand has to set a sensible path for employees, the "external career", while the individual is also pursuing an occupation, the "internal career". Sometimes the two do not match, catching people in awkward situations. In fact the interaction between the individual and the organisation occurs over time. Time changes probably the organisation, and certainly the people. Some perspective is therefore needed which enables people to cope more effectively with such situations. One such perspective is offered by Schein (1978) who, although concerned primarily with matching individual and organisational needs, has focused on the interesting predictable crises of adult life.

19. If career is seen only in terms of climbing a pyramid, (and the Burnham agreements and the more usual organisational structures of colleges force lecturers to see career in such terms), when the ladder is blocked staff become frustrated, demotivated, depressed, and drop-out; both fight and flight responses are irrational.

20. A more useful image is a three-dimensional view of career:



Block-off the upward dimension, two others are still available. "Professional development" includes the more usual staff development programme activities - further qualifications, re-training, developing new skills, attitudes, and behaviours, job rotation, enrichment, and secondments, etc. Every manager has a duty, to both the organisation and the individual, to help development along this axis.

21. However, most staff development programmes are relatively unsuccessful[5] in terms of career motivation because inter-alia they do not take into account the fairly predictable cycle all human beings follow in any career - entry into work, induction, full membership in early and mid-career, the "mid-career crisis", the later career in a leader or non-leader role, decline and disengagement, retirement. Each stage contains within it two important factors:

(a) the general issues that have to be confronted during each stage;

(b) the specific tasks which have to be accomplished to meet those issues.

It is important that, in terms of career, people are helped to realise the stages exist, to learn to cope with them, and to carry out as far as possible those tasks required. While this cycle is generally regarded as a common human experience, each individual will face, or react to the crises, in a personal way. Linking this with the view already expressed about the individual, experiential, nature of "motivation" suggests the sort of tasks managers have to carry out to "motivate" people at any given point in their career cycle. In this task process there is going to have to be a great deal of learning, reflecting, counselling, trying out new attitudes and behaviours.

22. However, there is a second cycle which interacts with the first: the life cycle (See Table 3.1). Again each stage presents issues and tasks: from adolescence to the mid-thirties, a period of transition, from the thirties to the forties (the mid-life transition or crisis) the fifties to retirement with its accompanying changing roles, and finally, from retirement to death. Exploring this second cycle means moving along the "Personal Development" axis of the three-dimensional concept of career. It is not only the most fruitful in terms of motivation, but also the least explored. Any caring organisation, and one hopes educational institutions consider themselves to be that, would help its members to recognise, face, and cope more effectively with these issues.

23. Exploring this axis is more difficult because it demands the individual understands himself or herself on the model of the individual as a system, with inputs, processes, and outputs.(6) Getting to that core, psychological process of one's own system is the key to realistic reappraisals of life, and life goals, and coping with changing skills and abilities as part of the ageing process.

24. Nicholson (1980) and Sheehy (1980) both emphasise that stages in the cycle are choice points; we do have control over where we are going and what we are doing.(7) To be demotivated by a blocked linear career image is irrational. Schein (1978) indicates clearly what actions can be taken to help people cope and to rethink, and Nicholson's survey in Colchester (Nicholson (1980)) draws further conclusions from studying peoples' perceptions of their passage through life. For example, being fifty has conpensations; you are wiser and people of all ages stated a preference to seek advice and guidance from someone in their fifties rather than in any other age group. An astute manager using this knowledge, together with Schein's views of the real roles of that age group, has at least one option open on how best to use a member staff irrespective of his rank in the hierarchy.

25. The work of Schein, Nicholson, Sheehy demonstrate clearly how to use people at various stages in their career and life cycles to the best advantage. The corollary is, that the resulting self-actualisation and autonomy, together with an account of their individual needs are probably the true sources of motivating people in career terms, irrespective of the political, social, and economic climate prevailing.

SUMMARY

26. At present staff perceptions of career prospects in further and higher education suggest a demoralising lowness of expectations. (It should, however, be remembered that perceptions are not necessarily truly representative of reality, though the evidence suggests that the traditional career prospects have become limited). The NFER research, however, also provides cues for

managerial actions to alleviate the situation. It has been contended that theories of motivation are useful as 'back drops' to action on the stage which, eventually, must concentrate on the individual and his perceptions of reality. Motivation is the interaction between individuality and environment. It has been suggested that careers can be developed in varying dimensions and that if staff are encouraged to review realistically the issues they face and the tasks they have to achieve to ease transition to the next stage in their life and career cycles, it will be possible to create the appropriate climate of self-actualisation and increased job satisfaction.

* * * * *

FOOTNOTES

(1) The most accessible and readable general accounts of the literature of motivation are Evans, P. (1975) Motivation, Methuen Essential Psychology Series; Murrell, H. (1976) Motivation at work, Methuen Essential Psychology Series; and Bindra, D. and Stewart, J. (eds.)(1966) Motivation: selected readings, Penguin Modern Psychology Series.

(2) See the References listed in IBN 6074.

(3) See for example Huckle, P. (1980) Staff development bibliography, Coombe Lodge Bibliography, IBN 1568.

(4) The main work is that by Schein, E. (1978) Career dynamics: matching individual and organisational needs, Addison-Wesley.

(5) See Marsh, D.T. (1980) Organisation development and staff development in Staff Development Newsletter, No.7, May 1980.

(6) Jenkins, H. (1976) The human side of human beings, Island Press.

(7) See for example, Dyer W.W. (1979) Pulling your own strings, Hamlyn Books, and Woolfolk, L. and Richardson, C (1979) Stress, Sanity and Survival, Futura Publications.

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FUTURE CAREER PERCEPTIONS AND EXPECTATIONS

These Tables are extracted from : Bradley J, Silverleaf J, (1978) Making the Grade:Careers in F.E. Teaching, N.F.E.R.

Table 4.17: *Teachers' expectations for the future by present grade (percentages)*

	Present grade								
Position expected in ten years time	Principal	Vice-principal	Head of department	Principal lecturer	Senior lecturer	Lecturer grade II	Lecturer grade I	Total N	Total %
Principal	70.7	53.0	21.5	3.6	.7	.6	.4	124	3.7
Vice-principal		18.4	16.4	4.4	2.3	.8	–	82	2.4
Head of department	–	–	28.0	31.3	16.2	8.1	3.4	385	11.4
Principal lecturer	–	–	–	28.4	27.7	10.2	2.5	416	12.3
Senior lecturer	–	–	–	–	27.5	42.1	15.6	780	23.1
Lecturer grade II	–	–	–	–	.3	18.3	42.9	636	18.9
Lecturer grade I	–	–	–	–	–	–	13.9	149	4.4
University lecturer	–	–	.5	1.0	.6	.6	.9	25	.7
School teacher	–	–	–	–	.3	.2	.1	13	.4
Educational administrator	2.4	–	.9	–	.8	.4	.5	18	.5
Post in industry/commerce		–	.5	.4	.9	.7	1.5	32	1.0
Retired	26.9	28.6	27.6	26.5	17.5	13.6	11.0	538	16.0
Other	–	–	4.6	4.4	2.5	2.3	3.2	97	2.9
No response	–		–		2.7	2.1	3.4	77	2.3
Total N	41	49	214	275	776	943	1074	3172	100.0

Table A6: *Perceived promotion prospects by subject taught (percentages)*

	within present institution				*within further education*			
	Poor	Fairly poor	Fairly good	Good	Poor	Fairly poor	Fairly good	Good
Education	55.5	23.8	18.8	2.0	46.5	23.0	25.6	4.8
Health and welfare	48.9	23.9	25.0	2.3	23.5	37.0	33.3	6.2
Engineering, technology	45.1	32.9	18.1	3.9	28.9	37.8	29.6	3.6
Agriculture, horticulture	65.8	19.7	13.2	1.3	22.7	29.3	46.7	1.8
Natural sciences	60.4	29.0	8.7	1.9	35.4	37.3	23.4	3.9
Mathematics, computing	50.9	33.4	14.0	1.7	31.9	36.2	30.1	1.8
Social sciences	[illegible]	26.9	24.4	3.4	23.7	30.2	38.0	8.1
History, geography	51.1	30.5	16.3	2.1	29.5	35.6	28.8	6.1
Languages, literature	50.4	32.1	13.8	3.6	28.5	38.8	32.9	4.8
EFL	52.5	30.0	17.5	—	35.9	30.8	25.6	7.7
Art, design, music, drama	52.4	24.8	20.0	2.8	30.7	31.6	31.1	6.7
Business, commerce, management	42.0	31.5	22.5	4.0	26.5	30.5	36.1	6.9
Building construction	44.4	26.4	26.4	2.8	21.5	32.8	39.0	6.7
Liberal or general studies	50.9	26.7	18.4	4.0	23.2	33.5	35.7	7.6
Paramedical subjects	43.5	32.3	19.4	4.8	28.1	36.8	28.1	7.0
Catering	44.8	25.9	25.9	3.5	17.3	23.3	45.1	14.3
Communications	42.5	34.7	18.0	4.8	22.7	37.0	35.1	5.2
[illegible] education	60.7	26.2	11.5	1.6	31.0	44.8	20.7	3.4
Other	51.9	26.4	20.8	0.9	33.0	30.0	33.0	4.0

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MOTIVATIONAL FACTORS FOR ENTERING FURTHER EDUCATION

SECTION VI—TEACHING IN FURTHER EDUCATION

54. Please indicate which of the following factors attracted you to further education teaching.

Factor	*No*	*Yes*
Opportunity to pursue further qualifications	1	2
Promotion prospects	1	2
Research facilities	1	2
Economic security	1	2
Opportunity to teach older students	1	2
Working hours	1	2
Wide variety of subjects and levels of courses	1	2
Holidays	1	2
Congenial working conditions	1	2
Salaries	1	2
Opportunity to teach vocationally orientated courses	1	2
Disenchantment with former occupation	1	2
Other (please specify)	1	2

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MOTIVATIONAL INDICES IN F.E. TEACHING CAREERS

Table A8 *Reasons for entering further education teaching by subject taught (percentages)*

	Further qualifications	Promotion prospects	Research facilities	Economic security	Older students	Hours	Variety of work	Holidays	Conditions	Salaries	Vocational courses	Disenchantment with former occupation	Other
Education	28.1	33.3	18.4	25.5	77.9	29.2	37.5	27.7	50.6	40.4	46.4	16.8	19.5
Health and welfare	28.4	22.7	11.4	38.4	64.8	45.5	39.8	39.8	39.8	40.9	77.3	20.5	13.6
Engineering tech.	38.0	34.4	10.6	50.8	48.1	48.5	40.0	60.5	56.9	28.5	59.4	31.8	16.4
Agric., hortic.	28.4	30.8	3.8	51.3	59.0	26.9	42.3	39.7	62.8	47.4	73.1	21.8	10.3
Natural sciences	16.4	30.6	17.4	41.8	80.0	42.7	43.6	47.9	56.4	34.5	51.5	23.3	17.3
Math, computing	28.5	31.8	11.5	43.7	68.7	43.7	43.7	56.6	54.0	32.4	49.9	28.1	16.6
Social sciences	22.3	24.4	13.9	40.7	75.9	48.2	43.4	50.3	50.6	45.5	38.3	30.1	14.8
History, geography	21.3	28.7	18.7	29.3	82.0	31.3	38.7	32.7	46.7	41.3	28.0	23.3	14.0
Languages, lit.	16.7	29.1	9.7	30.8	85.0	44.0	48.9	40.5	55.1	36.1	31.3	26.4	17.6
EFI	4.8	21.4		28.6	88.1	42.9	42.9	40.5	50.0	38.1	19.0	16.7	26.2
Art, design, music	17.9	30.5	25.2	37.4	73.7	40.1	34.7	42.0	51.5	30.9	55.3	18.3	21.3
Bus. Comm., Mgt.	27.2	25.5	6.8	39.8	60.8	37.5	36.7	51.2	41.5	32.6	58.1	30.9	18.9
Bldg. Construction	35.5	32.3	10.0	55.0	45.0	40.5	39.5	60.5	56.8	33.2	63.6	21.2	19.5
Liberal studies	16.9	30.5	6.3	33.7	73.3	45.6	51.2	49.5	54.0	40.0	29.1	30.2	23.2
Paramed. subjects	24.2	27.4	22.6	35.5	59.7	41.9	39.7	37.1	48.4	38.7	66.1	16.1	14.5
Catering	35.3	34.0	10.7	54.0	45.3	50.0	38.0	46.7	46.7	28.7	62.7	23.3	16.0
Communications	16.5	30.0	8.8	35.8	76.5	40.6	51.2	47.1	45.9	40.0	44.1	36.5	18.8
Phys. ed.	23.8	42.9	7.9	31.7	76.2	44.4	34.9	36.5	58.7	39.7	39.7	17.5	25.9
Other	26.0	29.2	15.0	41.6	51.3	45.1	37.4	50.4	42.5	34.5	50.0	24.6	26.5

Table 4.13: *Factors regarded as influencing promotion*

Item	*Rank*	*Score*
Organizing new courses	1	1.09
Being in the right place at the right time	2	1.04
Undertaking additional responsibilities	3	1.03
Having industrial, commercial or professional experience	4	1.00
Conformity with the views of senior staff	5	.99
Being a graduate	6	.95
Teaching a particular type of subject	7	.92
Having a higher degree	8	.78
Having received teacher training	9	.76
Good relationships with staff	10	.73
Having a strong personality	11	.71
Social contacts with influential people	12	.68
Willingness to move to other areas	13	.67
Administrative experience	14	.64
Experience in a wide variety of institutions	15	.59
Teaching ability	16	.58
Familiarity with new ideas in education	17	.56
Successful experience with examination candidates	18	.47
Attendance at in-service courses	19	.42
Academic publications	20	.41
Long teaching experience	21	.40
Attendance at conferences	22	.38
Being a man	23	.33
Concern for the welfare of individual students	24	.30
Research interests	25	.29
Long service in a particular institution	26	.18
Being politically neutral	27	.14
Being politically right-wing	28	.03
Having young children	29	-.13
Being politically left-wing	30	-.17
Having taken maternity leave	31	-.23
Being older than 40	32	-.27
Being a woman	33	-.28

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APPENDIX B

Rational-economic man. The assumptions which underlie the doctrine of rational-economic man correspond substantially with those of McGregor's Theory X with further emphasis on such assumptions as these: that man is primarily motivated by economic incentives and will do that which gets him the greatest economic gain; and that man's feelings are essentially irrational, and must therefore be neutralized by the organization.

In many industries the application of these assumptions, such as the use of money and other individual incentives, has in fact been found to be effective. However, some reexamination of certain of these assumptions was generated by such factors as recognition of the exploitation of workers and their reaction to it, the increasing complexity of jobs, the greater dependence of organizations upon people, and increased expectation on the part of the employees.

Social man. The reaction against the philosophies implicit in the rational-economic man image led Mayo[1] to develop an alternative set of assumptions about the nature of man.

1. Man is basically motivated by social needs and obtains his basic sense of identity through relationships with others.

2. As a result of the industrial revolution and the rationalization of work, meaning has gone out of work itself and must therefore be sought in the social relationships on the job.

3. Man is more responsive to the social forces of the peer group than to the incentives and controls of management.

4. Man is responsive to management to the extent that a supervisor can meet a subordinate's social needs and needs for acceptance.

Self-actualizing man. The rationale for accepting this third image of the nature of man arises from the opinion that organizational life tends to remove meaning from life because it fails to satisfy man's inherent need to use his capacities and skills in a mature and productive way - a need which is clearly distinct from man's social needs. The assumptions underlying this image can be summarized as follows:

1. As the lower-level needs are satisfied, they release some of the higher-level motives.

2. Man seeks to be mature on the job and is capable of being so.

3. Man is primarily self-motivated and self-controlled.

4. There is no inherent conflict between self-actualization and more effective organizational performance. If given a chance, man will voluntary integrate his own goals with those of the organization.

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1. Mayo, E. The social problems of an industrial civilization. Boston: Harvard University Graduate School of Business, 1945.

Complex man. The rationale for this fourth concept of the nature of man arises from the impression that other theories tend toward overtly simplified and generalized conceptions of man, and that, although empirical evidence provides some support for such exploitations, it does so only in part. The assumptions on which the complex man theory are based include the following: human motivations are arranged in something of a hierarchy, but are subject to change; man is capable of learning new motives; man's motives may differ as they are related to different aspects of an organization; man can become productively involved with organizations on the basis of many different motives; and man can respond to many different kinds of managerial strategies, depending on his own motives and abilities and the nature of the task. In other words, there is no one correct motivational strategy that will work for all men at all times.

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